



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EducT

758.83

425

APPLETONS'
SCHOOL READERS



FIRST
READER



Edw. T 758.3 3.425



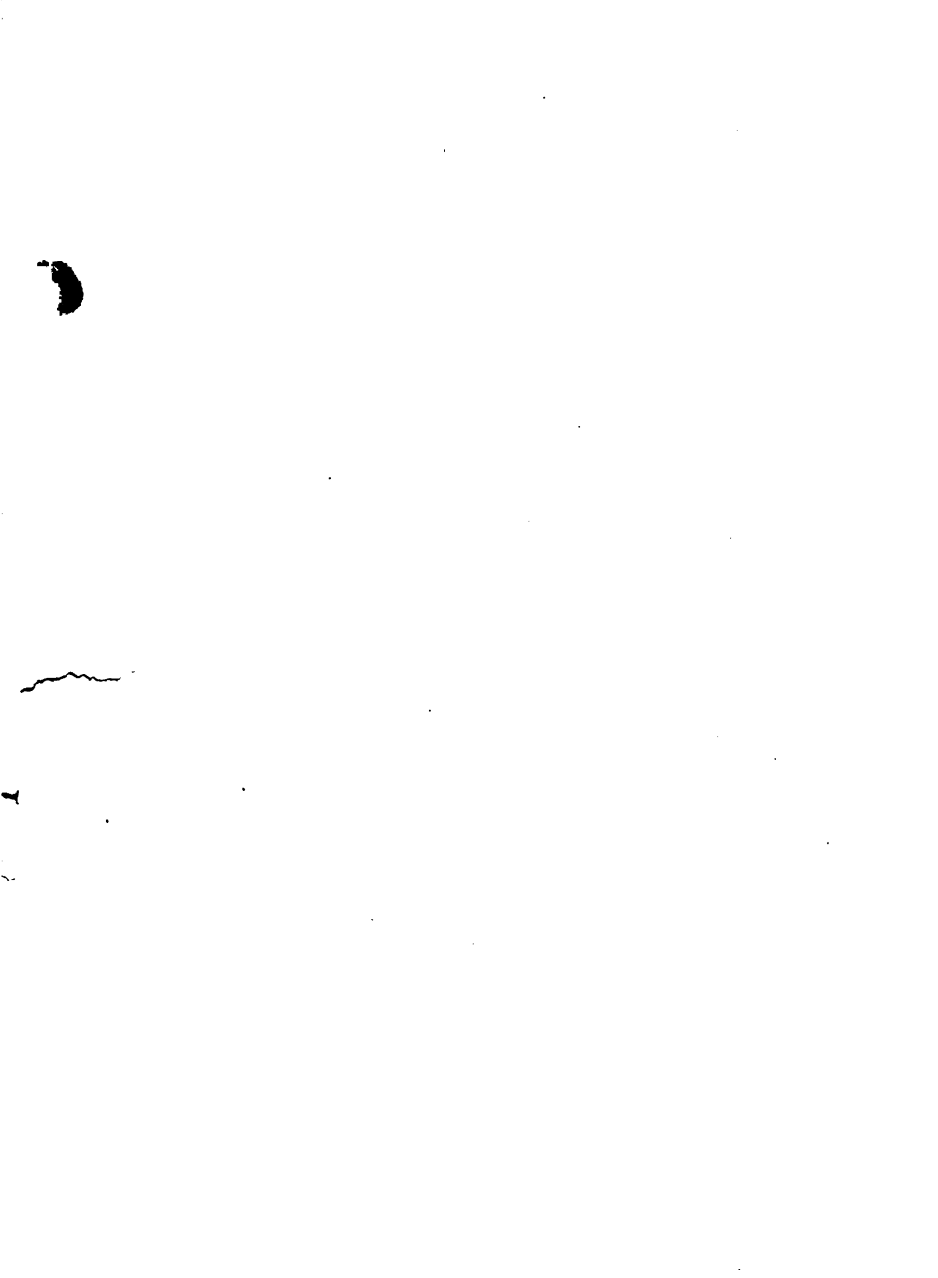
Harvard College Library

FROM

Request of
Theodore Jewett Eastman



3 2044 097 051 858







JOHN AND HIS BOAT.

(SEE PAGE 60.)

APPLETONS' SCHOOL READERS.

THE
FIRST READER.


BY

WILLIAM T. HARRIS, A. M., LL. D.,
SUPERINTENDENT OF SCHOOLS, ST. LOUIS, MO.

ANDREW J. RICKOFF, A. M.,
SUPERINTENDENT OF INSTRUCTION, CLEVELAND, OHIO.

MARK BAILEY, A. M.,
INSTRUCTOR IN ELOCUTION, YALE COLLEGE.

NEW YORK:
D. APPLETON AND COMPANY,
1, 3, AND 5 BOND STREET.
1883.



5.11.25
✓
HARVARD COLLEGE LIBRARY
THE BEQUEST OF
THEODORE JEWETT EASTMAN
1931

COPYRIGHT BY
D. APPLETON AND COMPANY,
1878.

FROM THE AUTHORS TO THE TEACHER.

THE teacher using this book can teach by any method which he may prefer ; but the experience of many years has convinced us that a judicious combination of the word and phonic methods is the best. It makes the shortest step from the known to the unknown ; it makes the pupil independent of the aid of the teacher sooner than any other.

This is the way we would use the book : We would teach the pupil to recognize the word "cat," and successively "a," "the," and "my," with the word "cat" and separately. We would do the same with the words to be found on the two succeeding pages. So far we would teach exclusively by what is called the "word-method."

While this is going on, we would be preparing the children for the next step (see page 8). This may be done as follows: At the close of each lesson, without reference to book or black-board, we would pronounce the words of the lesson, and other words, slowly and more slowly, till they were resolved into their elementary sounds. We would also exercise the children in doing the same. After three or four exercises of this kind we would pronounce the elements of familiar words very slowly, and have the children tell the words. In doing this, at first, the elements should not be entirely separated, but each should be made to glide into the next, the words being thus drawled out rather than distinctly separated into their elementary sounds. The object of this process, at this stage, is not to train the children to analyze and form words, but it is to lead them to notice the fact that the words which they use are composed of one or more different sounds, and that, by joining sounds together, they may make up words.

On page 8 the children begin, for the first time, to associate the letters of the printed word with the sounds of the spoken word. Here we symbolize the analysis of the word "rat" as we hear it spoken, by printing the letters which represent the elements farther and farther apart, till each one stands as a separate unit. So with the reverse or synthetic process. On the opposite page the same process is applied to other words. With the use of the black-board the ingenious teacher can carry

out the plan to any desirable extent. While it is not necessary to arrest the progress of the class till all can give the sounds of all the words on the upper half of page 9, and recombine them into other words as on the lower half, yet extreme caution should be exercised lest they be hurried on too fast, and thus become confused. It should be recollected that the object here is not so much to teach them a few words, as to cultivate the power of making out words for themselves. The *sounds* of the separate letters in the middle of page 9 should be given, not their *names*. At the bottom of the page are three letters, the names of which may be learned. Pages 10 and 11 can be easily taught by following the foregoing hints. The phrases should be pronounced almost as one word.

In going over the review-lessons, as on page 13, the object of the teacher should be to make the class familiar with the forms of the words. The columns should, therefore, be read downward and upward, and the lines backward and forward. The children should be practiced in finding given words. Some of the pupils may dictate words to be found by the others. Phrases and short sentences may be given, and the children be required to point out the words in their order. All this is to exercise them in a pleasant way upon the words, till they learn to recognize them at sight.

In making words, as on page 12, the combinations "ap," "ack," and "and," having been once learned, should be pronounced as one sound. The sounds of other letters being prefixed, new words may be formed. This exercise may be made intensely interesting to children, and should be greatly extended by the use of the black-board.

Children should be furnished with slates and pencils on their first entrance into school, and should be taught to write or "print" as they are taught to read. They should, by all means, begin to *write* as soon as they commence the second part of this book.

If possible, the first lessons in reading should be given on the black-board, the teacher printing the words thereon, so that they can be seen by the whole class at the same time. In this case the plan of instruction should be the same, as that which has just been recommended.

LANGUAGE-LESSONS.

THERE is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation. The language-lesson for the child in his first reading-book can be little more than oral, but the means to be used are not less abundant nor less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

Pictures have been found to be most prolific sources of amusement, and, as subjects for practice in composition, oral and written, are particularly well adapted to school-use, especially when in the hands of the children. Hence it is that no necessary care or expense has been spared to make the pictures of this book as attractive, varied, and suggestive as it was possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction from the teacher than may be necessary to give each one a chance to be heard, and to cultivate good manners. This being done, we would, by suggestive questions or hints, lead the children to some exercise of the judgment and imagination in regard to the relation, action, motive, character, etc., etc., of the objects represented. We would even lightly touch the faculty of criticism, by asking what special merits they find in the picture, what changes they would make, etc., etc.

As a preparation for the reading-exercises, we would provoke the children to use in conversation the new words which are to be found at the head of each reading-lesson; from which words, again, we would derive the new sounds which are about to claim special notice in the succeeding lesson or lessons.

Finally, we would spare no effort to make the reading-exercises easy and interesting. The degree of the child's interest will be the measure of his progress.



LESSON I.

Words and Phrases to be learned by Sight only.

cat

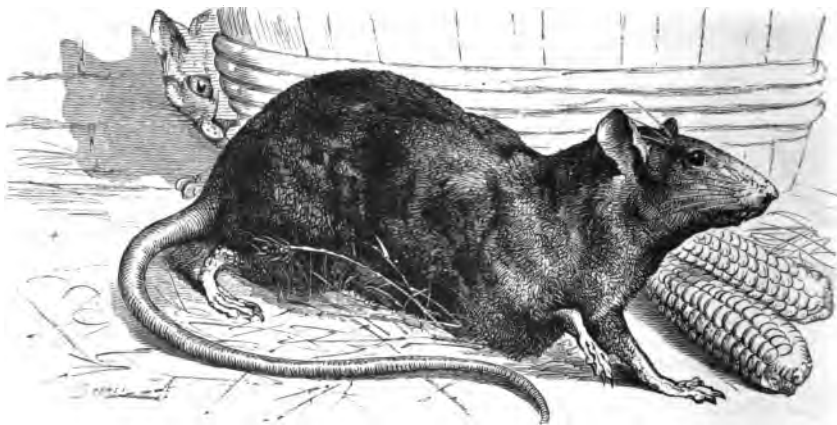
a cat

the cat

my cat

the cat

a cat



Words and Phrases to be learned by Sight only.

rat

black

the rat

the black rat

my cat

my black cat

Words and Phrases to be learned by Sight only.



rat and cat

the cat and a rat

Has the cat a rat?

The cat has the rat.

Finding Sounds.

rat

r — a — t

r — — a — — t

r**a****t***Making a Word.***r****a****t**

r — — a — — t

r — a — t

rat

Finding Sounds.

cat c—a—t c a t
and a—n—d a n d
has h—a—s h a s
a c t n d h s

Making Words.

c a n c—a—n can
h a d h—a—d had
r a n r—a—n ran

Naming Letters.

A a R r T t

By Sight and Sound.

bat

b-a-t

b a t

hat

h-a-t

h a t

b

By Sight only.

is

he

this

a hat and a bat

a black cat

Is this a rat?

This is Mr. Rat,
and he has a
bat.

Has he a hat?

He has a hat
and a bat.



Mr. Rat

By Sight and Sound.

can fan and hand
f

By Sight only.

girl in she her
can fan in her hand



This girl has a fan.
The fan is in her hand.
Can she fan?
Can she fan the cat?

Finding Sounds.

sat	s-a-t	s a t
rap	r-a-p	r a p
man	m-a-n	m a n
shall	sh-a-ll	sh a ll
black	b-l-a-ck	b l a ck

a m n s t b r p l ck sh ll

 LESSON IX.
Making Words.

ap	ack	and
n-ap	t-ack	s-and
t-r-ap	t-r-ack	s-t-and

Naming Letters.

M m B b N n L l

Recognizing Words and Phrases at Sight.

no			this
hat			that
her	a bag		girl
his		the track	hand
the	my trap		have
sat		a rat-trap	shall
had	me	you	back
into			stand

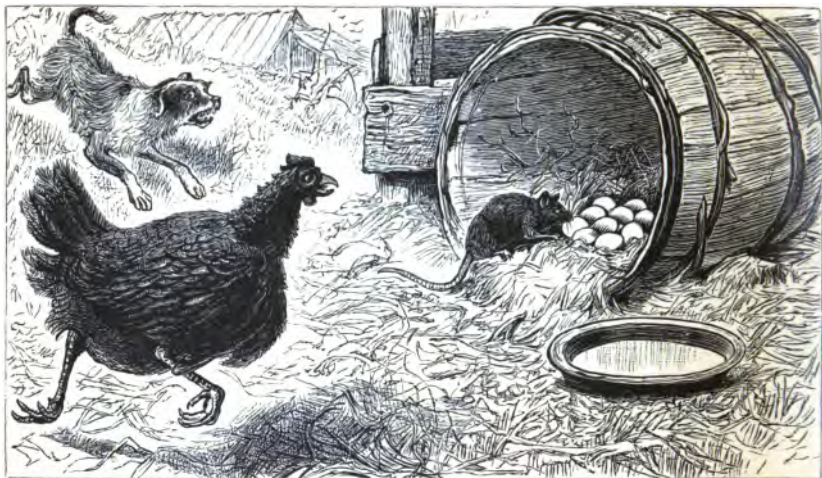
 LESSON XI.

Has Mr. Rat a fan ?

No ; Mr. Rat has a hat and a bat.

The girl has the fan.

The girl has a cat in her lap, and
she fans her.



By Sight and Sound.

hen

h-e-n

e

pet

get

nest

egg

let

ten

left

Dash

By Sight only.

now

not

it

do

an egg

ten eggs

can get

a black hen

my pet hen

This is my pet hen.

She is a black hen, and she has
ten eggs in her nest.

She left her nest, and now a rat is
in it. Can the rat get an egg?
Dash! Dash! do not let the rat
get an egg.

LESSON XIV.

Did Dash get the rat?

No; the rat ran into the back
shed.

Ann! Ann! get the rat-trap, and
let me set it in the shed.

Now we can catch the rat.

Finding Sounds.

leg	l-e-g	l e g
den	d-e-n	d e n
felt	f-e-l-t	f e l t
rest	r-e-s-t	r e s t

e g t n s l f d

Making Words.

l e t	l-e-t	let
s e t	s-e-t	set
t e n	t-e-n	ten
t e ll	t-e-ll	tell
f e ll	f-e-ll	fell
s l e d	s-l-e-d	sled
h e l d	h-e-l-d	held

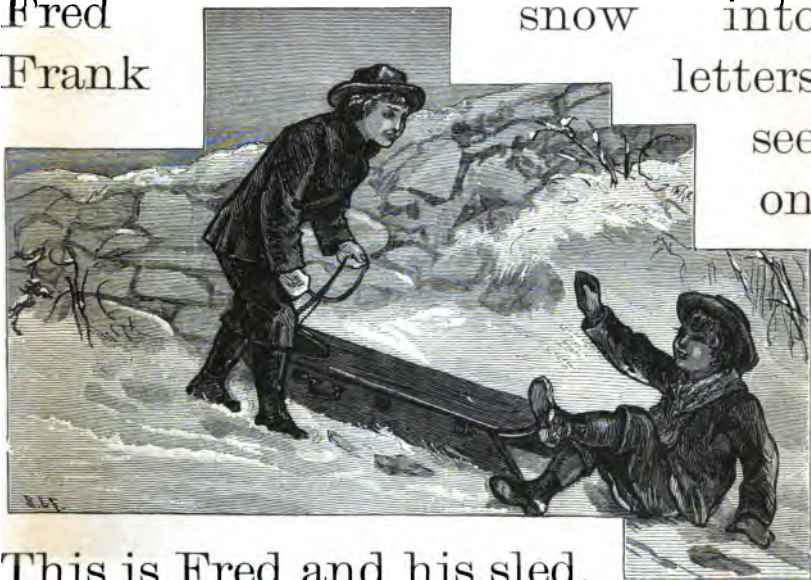
Naming Letters.

E e F f G g D d

*By Sound.**By Sight.*

Fred
Frank

snow into
letters
see
on



This is Fred and his sled.
Fred let Frank stand on his sled,
and Frank fell back into the
snow.

Do you see the tracks in the snow?
This is a red sled, and it has black
letters on it.

Recognizing Words and Sentences at Sight.

I			me
fed			she
you	<u>I am.</u>		her
his		<u>She is.</u>	tell
my	<u>I have.</u>		upon
is		<u>She has.</u>	sled
let	yes	no	you
shall			egg

Making Words.

<u>th</u>	y	ss
ed	en	ess
b-ed	d-en	l-ess
l-ed	m-en	p-r-ess
r-ed	th-en	d-r-ess
y-es		y-et

REVIEW.

[in bed]

into

[see me]

[a red dress]

[my red dress]



Can you see me?

I can get into bed,
and then you can
not see me.

Am I in bed?

No, I am not in bed.
I have my dress
on yet.

This is my red dress.
You have not a red
dress, have you?

Do you see a cat on the bed?

That is my cat. She is a black cat.



By Sight and Sound.

ship sh-i-p i

is it big with

if hit will sink

See my ship, Frank. It is a big
ship, and it will not sink.

Yes, Fred, it will sink, if I hit it
with my bat.

Oh, yes! if you hit it, it will sink.

Finding Sounds.

lip	l-i-p	l i p
fit	f-i-t	f i t
kill	k-i-ll	k i ll
dish	d-i-sh	d i sh
sink	s-i-n-k	s i n k

i f h t w ll sh p s n k

Making Words.

p i n	p-i-n	pin
t i p	t-i-p	tip
f i sh	f-i-sh	fish
h i ll	h-i-ll	hill
s t i ll	s-t-i-ll	still

Naming Letters.

I i H h K k W w

Recognizing Words and Phrases at Sight.

I		Fred
me	fly	Frank
my	<u>a fly</u>	will
was	<u>a big fly</u>	pin
him	fish	with
his	<u>a fish</u>	still
she		big
her	<u>a little fish</u>	sink
us		hill

Making Words.

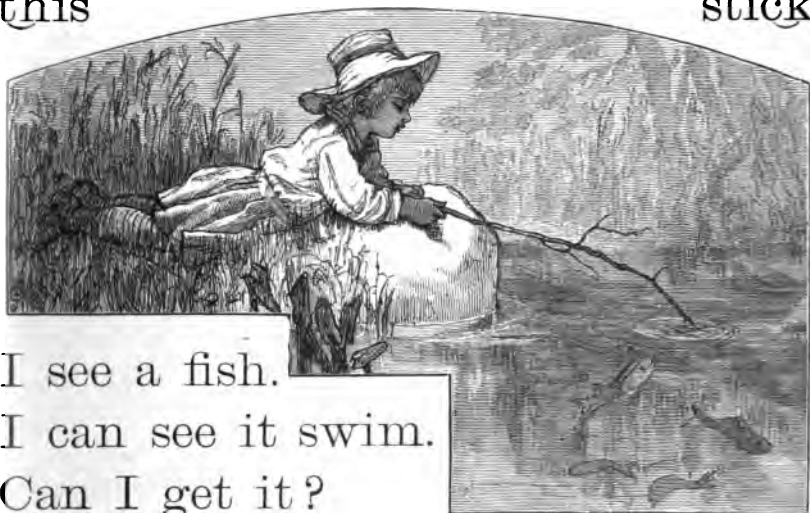
id	ink	ill
l-id	p-ink	f-ill
h-id	w-ink	m-ill
d-id	th-ink	p-ill
k-id	d-r-ink	s-p-ill

By Sound.

swim
this

then

fish
stick



I see a fish.
I can see it swim.
Can I get it?

If I am still, the fish will swim
to me, and then I can get it.
I will let the fish see the tip of this
stick, and it will think it is a fly.
Little fish, little fish, see!
Little fish, little fish, swim to me.

By Sight.

Belle not are boy
the ink let you



No, you shall not get in!
You hid my hat, and you let Belle
spill the ink!
I will not let you in, and I will
tell that you hit Belle!
I think you are a bad, bad boy,
and I will not let you in!

*REVIEW.**Practice in recognizing Words at Sight.*

my	so	he	now
no	the	upon	girl
boy	are	fly	into
she	you	her	black

Practice in rapid recognition of Words in Sentences.

See my red dress! Dash bit the black rat on the lip. Did the bad boy get in? Has the hen a nest? Dash! Dash! get the rat!

See that big boy at the well! Fred has a ship. Will the ship sink?

A fish can swim. The man by the mill has a bag in his hand. The cat had a nap on the bed.



A Language Lesson.

tree a tree an apple tree

green green grass a green tree

sweet a sweet apple

tree t-r-ee t r ee

green g-r-ee-n g r ee n

sweet s-w-ee-t s w ee t

ee

s-ee-n seen

Harry has seen the nest.

p-ee-p peep

Can Rosy peep into the well?

s-w-ee-p sweep

See Bessy sweep the steps.

By Sound.

it	that	nest
in	them	yes
as	see	eggs



I see a nest, Rosy !
Can you see it? It
is in this big green
tree.

Yes, Fred, I see
it. Can you see
eggs in the nest?

Yes, Rosy, I can.

Oh, Fred, can I
get a peep at them ?

I will get the
nest, Rosy, and let you see it.

No! no! I beg you not to get it.

REVIEW.

Do you see that tree on the hill?

Well, a pretty nest is in that tree. Harry, Fred, and I, went to see the nest. It had three green eggs in it.

Harry got the nest for us to see.

As he held it in his hand, an egg fell upon the grass.

Fred set the nest back in the tree.

Was it not bad in Harry to get the nest?

By Sight and Sound.

Tom T-o-m O

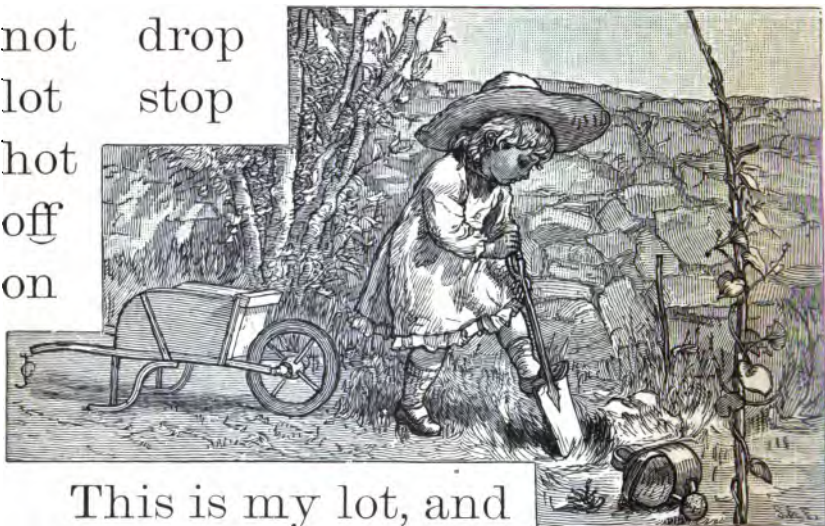
not drop

lot stop

hot

off

on



This is my lot, and
I shall dig a deep well in it.

It is so hot, I have to keep on
my big hat. Do you think it will
drop off? I will not let it.

I can not stop yet; I have to
dig my well.

Finding Sounds.

lot	l-o-t	l o t
not	n-o-t	n o t
stop	s-t-o-p	s t o p
drop	d-r-o-p	d r o p

o n t s p d r l

Making Words.

t o p	t-o-p	top
n o d	n-o-d	nod
d o l l	d-o-l-l	doll
l o s t	l-o-s-t	lost
s p o t	s-p-o-t	spot
p o n d	p-o-n-d	pond

Naming Letters.

O o P p C c S s

By Sound.

off
Jip
glad
mill
with



By Sight.

they
walk
came
made
cried

Nell and Jip have had a long walk, and now they are glad to stop and rest.

As Nell went by the mill, she met Frank with his big dog, Dash.

Dash and Jip ran at a hog, and Jip bit it on the leg.

Then a man came and hit Jip, and made him and Dash run off.

*Making Words.***ng**

ing

s-ing**r**-ing**s-p-r**-ing

ang

s-ang**r**-ang**s-p-r**-ang

ding-dong

As Nell came by the pond, she saw a big green frog sitting on a rock.

When Jip saw the frog, he ran at him.

Nell cried, "Stop! Stop, Jip! Stop, I tell you!"

When the frog saw Jip, he sprang into the pond and swam off.

By Sound.

thick
pinch
bee-tle

*By Sight.*

two
eyes
bird

A fly has two thin wings, two big eyes, and six legs.




A beetle has two thick wings, two thin wings, two eyes, and six legs. This beetle will pinch me, if I let him.



A bird has two wings, two eyes, and two legs. This bird has a long tail.

My bird can sing a sweet song.

By Sound.

with yes drop
mill'-pond  swim'-ming



Do you see the mill?

Is that Tom by the mill-pond?

No, that is Frank, and the dog is Dash. Do you not see Dash in the pond?

Oh, yes! See, he is swimming!

Frank let his hat drop into the pond. Do you think he can get it?



By Sight and Sound.

sun	S-U-N	U
run	just	us
but	jump	such
sun'-set	set'-ting	

By Sight only.

almost	there	gone
--------	-------	------

O Frank, see the sun! It is so big!

Yes, Rosy, it is just setting. I am glad I can see the sun-set.

But, Frank, see, it is almost gone! There—it is gone!

Come, Rosy, let us run and jump now in this long grass. Run, Rosy—run!

Finding Sounds.

cut	c-u-t	c u t
sup	s-u-p	s u p
pump	p-u-m-p	p u m p
bunch	b-u-n-ch	b u n ch
u c n b t s ch m p		

Making Words.

b u t	b-u-t	but
p u p	p-u-p	pup
m u ch	m-u-ch	much
m u s t	m-u-s-t	must
b u m p	b-u-m-p	bump
s t u m p	s-t-u-m-p	stump

Naming Letters.

U u J j X x Y y

*By Sound.**By Sight.*

fence tum'-ble only says
ug'-ly stum'-bled broken over



Nell has had a tumble.

She did not see that ugly little stump by the fence, and she stumbled over it, and fell.

Frank has run to help her. "Jump up, Nell!" he says; "jump up, and I will pick up the eggs. See! only one egg is broken. Are you not glad?"

By Sound.

them
meet
just

By Sight

may
said
they



“Come, Bessy,” said Fanny, “let us run to meet papa.”

“May I come too?” cried Nat.

“Yes, Nat, you may come; and so may Dash.—Come, Dash—come!”

“Do you see papa, Fanny?”

“Yes, I see him. You see him too, Nat—do you not?”

So they ran on, hand in hand, with a hop, skip, and a jump, and Dash ran with them.

But little Nat stumbled and fell; Fanny tumbled over Nat, and Bessy fell on top of Fanny.

Dash did not stop to help them. He just ran on by himself, and he was the only one to meet papa.

X

LESSON XXXVIII.

*By Sound.**By Sight.*

cheer	rob'-in	birds	Mrs.
plum	red'-breast	here	
hatch	sit'-ting	now	how

It is spring, and the birds have come back. Here is one, now, on



the post by the plum-tree.

It is Robin Redbreast. How do you do, Robin Redbreast?

See how glad he is! He is singing, "Cheer-up! cheer-up! cheer-up!"

He has a nest in the plum-tree, and it has eggs in it.

Mrs. Redbreast is sitting on them. Soon the eggs will hatch, and then we shall see the little birds.

How Robin keeps singing, "Cheer-up! cheer-up! cheer-up!"

VOCAL DRILL.

Little frog, little frog, sing for Tom !
The little frog did not sing.
Little frog, little frog, hop for Tom !
The little frog did not hop.
Little frog, little frog, jump for
Tom !
The little frog jumped. He
jumped into the pond.
Little frog, little frog, swim !
But the little frog hid in the mud.



A Language Lesson.

room in a room in this room

spool Silk is on this spool.

room	r-oo-m	r oo m
spool	s-p-oo-l	s p oo l
soon	s-oo-n	s oo n

oo

m-oo-n moon

“I see the moon, and the moon sees me.”

s-p-oo-n spoon

“The dish ran off with the spoon.”

b-oo-t boot

I can not get my boot off.

oy

By Sound.

boy fox three
brush catch

By Sight.

chestnut
out after



Three boys went up on the hill, to get nuts from a chestnut tree.

A fox ran out of the brush by the tree, and the boys set the dogs on him.

The dogs ran after the fox, but they did not catch him.

oi

By Sound.

grand swift'-ly
brush point'-ed

By Sight.

tail
nose
eyes
here
sharp



I am the fox.

The dogs ran after me,
but they did not get me, you see.

I can run swiftly, I tell you!

See what a grand tail I have!

Is it not a big brush?

My eyes are sharp, and my point-
ed nose can smell a dog far off.

Do not tell the boys I am here,
will you? I wish to rest.

By Sound.

ow

cow	how	down	brown
now	owl	town	crowd

| a brown cow |

| a red cow |

By Sight.

driving
likes
one
all



Here is Bob
driving the cows down
to the pond.

Bob is fond of all of the cows,
but he likes the little brown one
the best. That is his cow.

By Sound.

milkəd	seem	stick
un-less'	gen'-tlə	needs

Dick has fed the cows and Mabel has milked them, and now Bob is driving them down to the pond.

How gentle the cows seem!

Bob has a long stick in his hand, but I do not think he needs to hit the cows with it.

“Bob! Bob! Bob!” I say, “do you hit the cows with that stick?”

“I do not hit them unless they try to run off; then I hit them just a little. I do not like to hit them.”

By Sound.

ou

rab'-bits
how
down

our loud
out count



Six little rab-bits
Went out to run,
Up hill and down hill.
Oh, such fun!

Jump! jump! jump!
See how they run!
Up hill and down hill.
Oh, such fun!

*REVIEW.**Practice in Rapid Recognition.*

My sled is lost. Frank likes his big rabbit the best. Is the egg broken?

The sun has set, and the moon is up. I let my cup drop into the well.

Pick up the pin, and stick it in my dress. The fox has sharp eyes.

LESSON XLVII.

Let us run down to the pond and see the frogs. Will the frogs jump into the pond? Yes, yes, and we shall see them jump.

Stop! Stop, Dash! Stop, I tell you. Did Bob hit the cows?

THE ALPHABET.

To be learned and repeated in order.

A a

J j

S s

B b

K k

T t

C c

L l

U u

D d

M m

V v

E e

N n

W w

F f

O o

X x

G g

P p

Y y

H h

Q q

Z z

I i

R r

& &

I. II. III. IV. V. VI. VII. VIII. IX. X.

PART SECOND.



Words to be spelled by Sound and by Letter.

ă

ā

măt

păn

căn

căp

mătə

pănə

cănə

căpə

āpə

sāvə

lākə

blāzə

wāvə

gāvə

brāvə

skātə

*ātə**slātə**tākə**cāmə**lātə**wādə**nāmə**spādə*

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

sat

slate

hat

man

cane

ran

had

name

gate

By Sound.

slāṭə gāvə frāmə nāmə
fāçə blăċk thăt

By Sight.

new mamma my



See my new slate!

My mamma gave it to me.

The face of my slate is black,
and the frame is red.

That is my name at the top of
the slate.

By Sound.

eāgə Dīk
nāmə sweet
eākə

By Sight.

bird
some
come



Dick! Dick! come out of the cage.

Come, Dick, come sit on my hand and sing me a song.

Sing, little bird, sing a sweet song, and I will give you some cake.

By Sound.

āy

dāy

wāy

hāy

stāy

māy

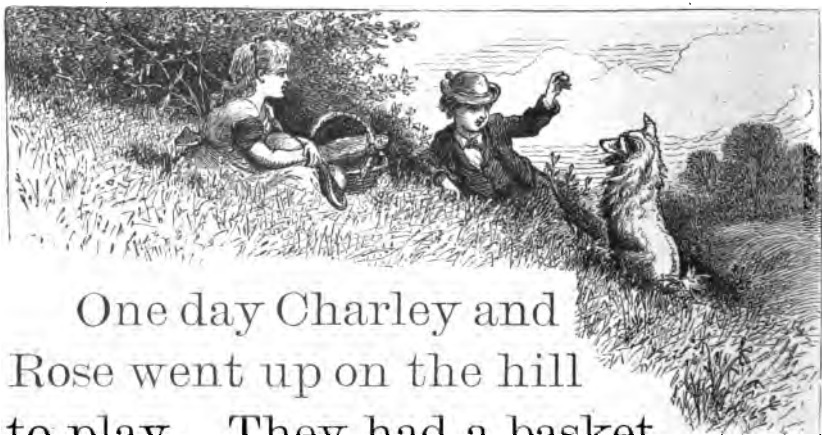
gāy

sāy

plāy

Miss

lūnch



One day Charley and Rose went up on the hill to play. They had a basket of lunch, and went to stay all day.

Rose had her doll, Miss Pink, with her; and Jip, the dog, went with Charley.

*By Sound.***āi**

rāin	wāit	sāil	lāid
pāint	wāist	snāil	stāyed

By Sight.

began	under	over
<u>under a tree</u>	<u>a long romp</u>	

Rose and Charley had a long romp in the sweet, fresh hay, but they stayed too long.

The sun went down, and it began to rain; so they had to wait under a tree till the rain was over.

I think they will not stay so long when next they go on the hill to play.

JOHN AND HIS BOAT.

John went down to the lake to sail his little boat. Kate and Fanny went too.

It is a very pretty boat. John made it himself. It has a deck and sails, and a flag at the bow.

Fanny had her doll with her, and John set the doll in the boat, to let her have a sail.

But, as the boat went down the lake, it struck a rock, and upset.

“Oh, my dolly will drown! My dolly will drown!” cried little Fanny.

But John waded in, and got both the dolly and the boat.

Words to be spelled by Sound and by Letter.

ī

ī

bīt

pīn

rīp

hīd

bītə

pīnə

rīpə

hīdə

sīdə

tīmə

līkə

līfə

slīdə

pīpə

wīdə

wīpə

*mīnə**kītə**pīlə**nīnə**mīlə**rīdə**līnə**tīmə*

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

sit

line

his

lip

bite

mill

tin

hide

pine

*By Sound.**By Sight.*

Jāməs vēr'-y
slīdē īce
boys

girls cold
snow
pull



The snow has come, and ice is on the pond. How cold it is!

Do you see the girls and boys at play?

May and Kate sit on the sled; Ned and James pull them up the hill.

Charley is on the pond. He can skate very well.

By Sound.

rīdē
a-wāy'
a-frāid'

By Sight.

here
come
behind



“Come, Rosy,” said Frank, “get on my sled, and let us have a ride down hill.”

So Rosy got on behind Frank, and away they went down hill.

Here you can see them.

Rosy seems to be very much afraid.

I think she may well be afraid, for the hill is very steep.

Words to be spelled by Sound and by Letter.

ö

ō

nöt

röd

höp

röb

nōtə

rōdə

hōpə

rōbə

ōats

eōat

rōad

lōad

bōat

flōat

tōad

fōur

*hōle rōpe stōne hōme
pōle bōne stōre smōke*

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

box

drop

trod

rope

boat

goat

stove

rose

toad

By Sound.

tāk'-ing
flōat'-ed
gō'-ing
ōld
sō



This old man has lost his boat.
See, it has floated so far from
the shore that he can not get it.

Can he not swim out to it and
get it?

He is so old he can not swim.

I see a boy on the shore taking
off his coat.

Do you not think he is going to
get the boat for the poor old man?

By Sound.

rōſ'-y

elōſə

whītə

ō'-pən

brown

līt'-tlə

gōld'-ən

mouth

ăp'-plə



Sleep, Dolly, sleep!
You must not, must not weep.
Now close your eyes so brown,
And let me lay you down.
Sleep, Dolly, sleep!

Wake, Dolly, wake !
Too long a nap you take.
It's time to make the tea,
And you must help, you see.
Wake, Dolly, wake !

Run, Dolly, run !
Run out in the golden sun ;
Run up the hill with me,
Now down to the apple-tree.
Run, Dolly, run !

My Dolly has rosy cheeks, and
brown eyes, and a sweet little
mouth. Her eyes can open and
shut. If I lay her down, she will
close them.

*By Sound.***a w**haw~~k~~feed~~s~~chick~~'~~-en~~s~~straw~~w~~car~~'~~-rysaw~~w~~claw~~w~~pounce~~e~~

A hawk is a big bird that feeds on little birds.

One day I saw a hawk pounce upon a poor little duck, and carry it off in his claws.

Hawks will eat chickens too.

One day a little chicken said :
“Mother, may I go out into the road? I think I see a bug in the road, and I wish to get it.”

But his mother said, “No, no, my chick! you must not go into the road. I saw a hawk, just now, in the old oak-tree, and I am afraid he will catch you.”

“O mother, the hawk can not catch me! Just see how swiftly I can run! Indeed, I can almost fly. Just see, mother!”

And the chicken ran to the apple-tree, and back to his mother.

But still his mother said, “No,

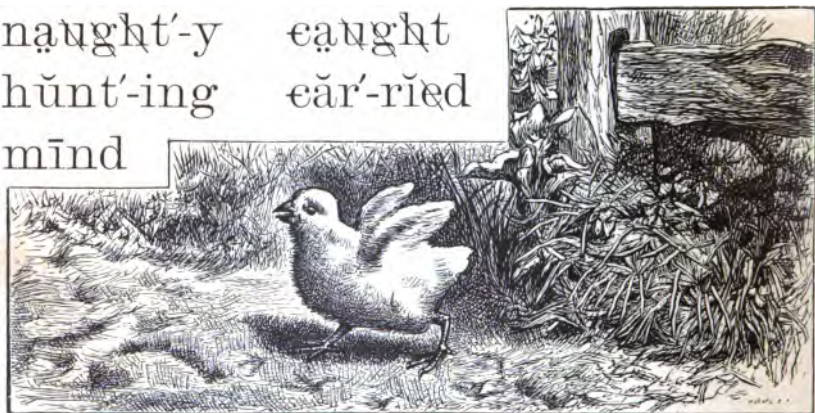
no, my chick! you must not go into the road.”

LESSON XV.

əʊ

By Sound.

naught'-y caught
hūnt'-ing ear'-ried
mīnd



Here you see the little chicken. He was a naughty little chicken; so, when his mother was hunting bugs, and did not see him, he crept

under the fence, and ran out into the road.

He caught the bug that he had seen, and ate it. Then he said to himself, "Oh! is not this nice, fine dust to make tracks in! I do like to make tracks in such soft dust!"

So the little chicken ran up and down the road, making tracks in the dust.

But soon the big hawk saw him. Down he came, and caught him, and carried him away to his nest in the old oak-tree.

O little chicken! little chicken! why did you not mind your mother?

Words to be spelled by Sound and by Letter.

ŭ

ū

ŭs

ēüb

tüb

plüm

ūşə

ēübə

tübə

plümə

mūtə

glūə

tūnə

a-mūşə

ēūrə

blūə

pūrə

re-fūşə'

*jüst hünt mūtə dück
jūmp mūə bünch hūge*

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

and

club

blue

cup

tube

rain

mule

mine

home

By Sound.

Jīp
ūṣed
Paṁl
haṁl
ḡāve

spoōls
wăg'-on
fill'-ing



Harry gave Paul four spools.

Paul used the spools for wheels,
and made a little wagon.

He is filling his wagon, now,
with sticks and grass. He thinks
his dog, Jip, will haul it to the boat
for him.

Do you think Jip will?

*By Sound.**By Sight.*

bōth

fīfē

paper

māde

whītē

mother

plāyș

plūmēș

soldiers

Tom and I are soldiers. He has a drum and I have a fife, and both of us have soldier-caps.

His cap is white, with a blue plume in it; and my cap is blue, with a white plume in it.

Mother made our caps. She made them of paper. The plumes are made of paper too.

Tom plays on his drum—rub-a-dub-dub, rub-a-dub-dub; but I play a pretty tune on my fife.

THE SLEEPY MULE.

PART I.

By Sound.

sleep'-y
hōld
fīe

By Sight.

any
sure
throw



“Here is old Bob! Come, boys, let us have a ride!”

“I am afraid to get on him, Fred; he may throw us off.”

“Fie, Paul! What are you afraid of? Bob is a sleepy old mule. I am sure any one can ride him. Come on, boys!”

THE SLEEPY MULE.

PART II.

*By Sound.**By Sight.*

thōse	a-frāid'	your
kīked	seemed	could
jūmped	hāng'-ing	thought

“Now, Bob, we are all on your back, and you must give us a fine ride !

“Do not be afraid, Paul ; I will hold you on.

“Get up, Bob !”

Bob did not like to have all those boys on his back ; so he ran, and jumped, and kicked, until the boys could not hold on any longer.

There is Charley, on the ground ; and Fred is hanging on Bob's neck, but I think he will soon fall off.

And where is Paul? There he is, in the mud!

Fred can not ride so well as he thought he could, and Bob is not such a sleepy old mule as he seemed to be.



Words to be spelled by Sound and by Letter.

ě

ē

mět

běd

wět

shell

mē

bē

wē

shē

mět

běd

měn

nět

mēat

bēad

mēan

nēat

hērē
thērē

crēam
strēam

fēr
hēr

rēad
whēat

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

he

me

tear

red

near

here

hen

wheat

dear

THE LITTLE RED HEN.

The little red hen found a grain of wheat, and she said, "Who will plant this wheat?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

"I will, then," said the little red hen; and she did.

When the wheat was ripe, she said, "Who will take this wheat to the mill, to be ground into flour?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.

When she came back with the flour, she said, “Who will make this flour into bread?”

The rat said, “I won’t;” the cat said, “I won’t;” and the pig said, “I won’t.”

The little red hen said, “I will, then;” and she did.

When the bread was done, the little red hen said, “Who will eat this bread?”


The rat said, “I will;” the cat said, “I will;” and the pig said, “I will.”

The little red hen said, “No, you won’t, for I am going to do that myself;” and she did.


A LANGUAGE LESSON.




Words to be put in place of the pictures and dashes.

Mr. Rat had a  on.

Miss Kitty sat in a .

This is old Bob, the .


What a fine  this is!

The  said, "I —;" the 
said, "I —;" and the  said, "I —."

The little red  said, "I.—;" and
— did.

I can climb a  and roll a .

I can — a  and — a .

Can you tell six things this 
can do?

fīvə

hīd'-ing

līkə

be-hīnd'

eăb'-bagə

sěv'-ən

*THE RABBITS.*

Here we can see Harry feeding his rabbits.

What kind of rabbits are they, Harry?

They are white rabbits, and they have pink eyes.

This little one that I am feeding is my pet, and I call her Bunny Belle.

What is it that you are feeding to her, Harry?

It is a cabbage-leaf. Rabbits like cabbage very much.

How many rabbits have you?

Can you not count them?

One, two, three, four, five, six. You have six rabbits, Harry.

Ah! I see you can not count well. I have more than six rabbits.

More than six? Oh, yes, there is one hiding behind the rest. I can see just the tips of his ears. You have seven rabbits, Harry.

*By Sound.**By Sight.*

ō'-pən	hīd'-dən	rubber
pēach	chīl'-dren	brimful

APRIL.

The sun is behind the clouds.
The sky is black, and the rain
pours down. The children have
to stay in the house.

Now the sun comes out. The
rain-drops shine on the trees. Oh,
see the rainbow!

The grass is green, and the buds
on the peach-tree begin to open.

See how white the cherry-tree
is! Dear old Robin Redbreast is
in the top of the tree, singing,
"Cheer-up! cheer-up! cheer-up!"



Cheer up! cheer up! indeed—
for mamma says we may go to
the brook to play.

Come, Bessie! Nell! Tom! Char-
ley! Frank! and Rosy! Come.

Is not the brook deep?

Oh, no! it is only wide. See
how the children wade in it!

Will they not get wet?

Oh, no! for they have on their
rubber boots.

Run, boys—run! The soldiers are coming down the street. Here they are! Now the band begins to play.

Hear the drum and the fife!
See the plumes on their caps!
There is the flag! Hurrah, boys!
hurrah!

LESSON XXVIII.

Bessie, did you spill this ink?
My doll is asleep in her little crib.
Can you swim, Bob? Do you see
that little black thing on the log?
Yes; it is only an ant.

O Nell, I have found your hat!

NANNY'S SONG.

Little bird, little bird,
Up in the tree,
Sing a sweet song
To Dolly and me.

Little bird, little bird,
Brimful of glee,
Sing of the eggs
In your nest in the tree.

Can you count, little bird?
Count them, and see
How many eggs
In your nest in the tree.



*By Sound.**By Sight.*

hēdʒə rŭn'-ning

mother

erŭmb drăg'-ging

breakfast

JUNE.

It is too hot to lie in bed. Let us get up, and go out before the sun is up.

I am dressed ; are you ?

Yes ; now let us run out.

Oh ! I have found an ant's nest !
See these little hills ! See the
ants running about !

Here is one dragging a big
crumb. How strong it is !

I think this must be a mother-
ant taking some breakfast to her
little ones.



These little birds got up before the sun was up, as well as we.

They hopped about, and sang to the big sun that it was time for him to get up too.

Then they went down under the hedge and hid in the leaves, and waited for a breakfast to come along.

And here it is—a fine, fat beetle!

We have now come to the end of our First Reader. Shall we forget the things we have read in it?

Shall we forget the little children we have met? or the places to which we went with them?

Which child did you like the best? Which story do you think is prettiest?

Which do you think is the nicest place—down at the brook, or up on the hill, or by the apple-tree?

Let us learn the prettiest stories, so that we can tell them to our playmates, and to mother.

FINIS.

REQUISITES for PRIMARY SCHOOLS.

1. **APPLETONS' FIRST AND SECOND READERS** are just what every Primary teacher needs.
2. **APPLETONS' READING CHARTS** are indispensable in every school-room.
3. **STICKNEY'S "CHILD'S BOOK OF LANGUAGE"** is especially adapted for Primary work.
4. **BALLARD'S WORD-WRITER** combines Spelling, Writing, and Grammar in one book, for ten cents.
5. **QUACKENBOS'S ELEMENTARY HISTORY** makes a very interesting Reader for supplementary reading for children.
6. **APPLETONS' STANDARD LEAD-PENCIL COURSE IN PENMANSHIP** makes the first steps in Writing as easy and attractive as the first steps in Reading.
7. **THE KINDERGARTEN DRAWING-CARDS** offer pleasing, simple combinations, to attract the child while cultivating his attention, judgment, imagination, and hand-movements.
8. **THE "STANDARD ELEMENTARY GEOGRAPHY"** is the latest on this subject; and is the freshest, most beautiful, and practical Geography, for primary schools, published. It is arranged according to the most approved methods, and indorsed by all progressive teachers.

For Descriptive Circulars, address

D. APPLETON & CO.,

1, 3, & 5 Bond Street.....**NEW YORK.**
6 Hawley Street.....**BOSTON.**
152 & 154 Wabash Avenue....**CHICAGO.**
23 Dupont Street.....**SAN FRANCISCO.**

Appletons' Elementary Reading Charts.

FORTY-SIX NUMBERS.

PREPARED BY REBECCA D. RICKOFF.

Designed to make learning to read a pleasant occupation.

Designed to cultivate the observing powers of children.

Designed to teach young minds how to *think*.

Designed to educate the child by philosophical methods.

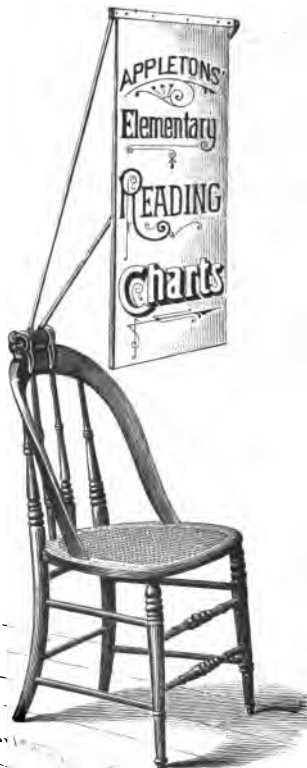
Designed to furnish the primary classes with a variety of interesting exercises in school-hours.

Every step in advance is in a logical order of progression and development.

Pictures and picture-phrases are employed to add interest and sprightliness to the reading-lesson.

The beautiful and significant illustrations are an especially noticeable and attractive feature of these charts.

These charts should be in every primary-school room in the country.



Every chart in the series has in view a definite object, which is thoroughly and systematically developed.

They are in accord with the educational spirit of the day, and with the methods followed by the best instructors.

They are the only charts planned with special reference to the *cultivation of language* and the *power of expression*.

They follow the natural method of teaching, appealing to those faculties of the child that are most easily awakened, and inciting correct mental processes at the outset.

These charts introduce a new and improved mode of suspension while in use, a feature of much practical value.

PRICE. COMPLETE, WITH SUPPORTER, \$10.00.

D. APPLETON & CO., New York, Boston, Chicago, and San Francisco.



IMPROVED READING BOOKS.



APPLETONS'
POPULAR TEXT-BOOKS.

Selected New Books.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.

AMERICAN GEOGRAPHICAL READER.